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ABSTRACT

This curriculum guide contains the curriculum scope and sequence for the junior high school home economics program in Alberta, Canada. The first part of the guide provides an overview of the program in narrative format. Information is included on the rationale, goals, content, management process, characteristics of the adolescent learner, development of desirable student characteristics, facilities, learning resources in French and English, student evaluation, and the scope of the senior high school home economics curriculum. The second part of the guide contains the scope and sequence for the junior high curriculum, organized in three levels and grouped in three subject areas for each level (family studies, food studies, and clothing and textile studies). For each level and subject, the guide contains the following components: generalizations, objectives, implementation procedures, content, and process questions. (KC)

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Junior High School

CURRICULUM GUIDE

ED288093

Home Economics

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Curriculum

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Alberta EDUCATION

Junior High
Home Economics

CURRICULUM GUIDE

1987

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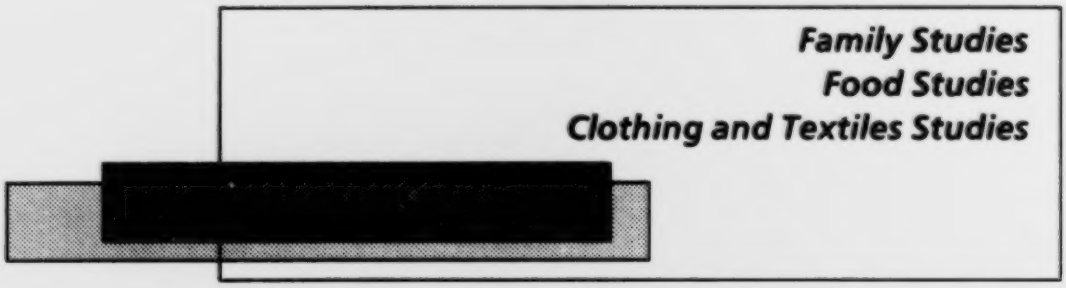

Family Studies
Food Studies
Clothing and Textiles Studies

A. RATIONALE

Home economics education helps students learn concepts and develop attitudes and skills that lead to improving the quality of their lives by focusing on the nature and challenges that individuals and families experience in daily living. They learn how to manage their lives by making choices and decisions about human relationships, material and non-material resources. Students practise a management process in a laboratory setting through the context of family studies, food studies, and clothing and textiles studies.

We are challenged with ever-increasing social and technological changes in society. Therefore, in home economics education students are not limited simply to receiving information. Instead, they are actively involved in a management process which provides them the opportunity to learn to use information in directing their daily lives. They have the opportunity to become lifelong learners who are adaptable and flexible during changing times.

B. GOALS

The goals of home economics education are developed from the goals of education and the goals of schooling of Alberta Education as they relate specifically to the content and process of home economics. The student is the central focus of home economics education, and the goals of the Junior High Home Economics Program are developed to provide opportunities for students to:

1. develop critical thinking skills associated with the management process to solve problems related to human relationships, food, clothing and shelter
2. transfer critical thinking skills from the laboratory setting to daily life in order to develop competencies toward self-sufficiency in human relationships, food, clothing and shelter
3. develop self-confidence through applied learning activities
4. develop responsibility for self-directed learning and goal setting
5. recognize the uniqueness of individuals and of families in order to enhance human relationships
6. develop consumer competencies
7. develop tolerance and understanding toward others
8. develop abilities to adapt to change
9. identify the range of careers related to the discipline of home economics.

C. CONTENT

Implementation

The accomplishment of junior high home economics education goals by students is facilitated by delivering home economics education as a process focused program. Process teaching/learning emphasizes the "how" of learning rather than the content, products or projects. The "how" of learning is reinforced in home economics laboratory settings, where the environment can be controlled, by requiring students to practise the management process. Through a variety of activities from the three areas, family studies, food studies, and clothing and textiles studies, students are encouraged to think creatively, access information, apply learning and evaluate learning for future directions, to become lifelong learners.

Organization

The Junior High Home Economics Program has been organized into twenty-seven modules divided into three different levels and three specialty areas. Five modules constitute a home economics course at any level. The five modules include three compulsory modules, one from each specialty area. These modules contain essential content that serves as a foundation for other modules in that specialty area. The remaining two modules for each level can be selected from the same level or lower levels according to student and community needs. An effective program consists of a balanced selection of modules from the specialty areas.

MANAGEMENT PROCESS

Specialty Areas	Level I	Level II	Level III
Family Studies	* Child Care I	* Child Care II	* Challenges and Choices
	Grooming	Family Life and Technology	Personal Money Management
	Culture and Traditions	Living Space II	Living Space III
Food Studies	* Foods I	* Foods II	* Foods III
	Simple Snacks and Meals	Canadian Heritage Cookery	Making Meals
	Enjoying Food with Others	Fast Foods	Cultural Foods
Clothing and Textiles Studies	* Sewing I	* Sewing II	* Sewing III
	Clothing I	Clothing II	Clothing III
	Creative Textiles	Sports Gear	Special Purpose Sewing

*Compulsory Modules

Required/Elective Components

Each module represents 15 hours of student activity and contains a required component and an elective component. The **required** component contains the knowledge, skills and attitudes that all students should be expected to acquire. A minimum of **70%** of the time spent on each module must address this "required" component. The Junior High Home Economics Curriculum designates the student objectives as the "required" content. These objectives are met by addressing the content and process questions. The **elective** component, consistent with the content and objectives of the required component, provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students. A maximum of **30%** of time spent on each module should address the "elective" component and provide opportunities for enrichment and remediation.

Implementation of the "required" and "elective" components, as applied to the Junior High Home Economics Curriculum would vary with each module, taking student needs and interests as well as local community needs into consideration. Based on the above, the "elective" component (maximum time allotment of 30% or four and one-half hours in any one module) may be used to provide ongoing remedial and/or enrichment activities for a student or a group of students through the module, or to provide opportunity for differentiated projects after the initial ten and one-half hours (or more) of learning activities, to reinforce and/or enrich the student learning objectives.

Implementation of the elective component in the classroom is further described in a chart in Chapter two (Program Organization) of the Junior High Home Economics Teacher Resource Manual, 1987.

D. THE MANAGEMENT PROCESS

Description

The management process is used to deliver the Junior High Home Economics Program. Several management process models exist, one example of which is illustrated in Figure 1 and includes **DECISION MAKING, PROBLEM SOLVING,** and **ANALYZING**. **DECISION MAKING** recognizes that a decision is needed, assesses resources, and identifies, assesses and selects alternatives. **PROBLEM SOLVING** extends decision making into the action stage; that is, develops a plan of action and puts it into effect. **ANALYZING** evaluates the parts of, or the entire decision-making and/or problem-solving components.

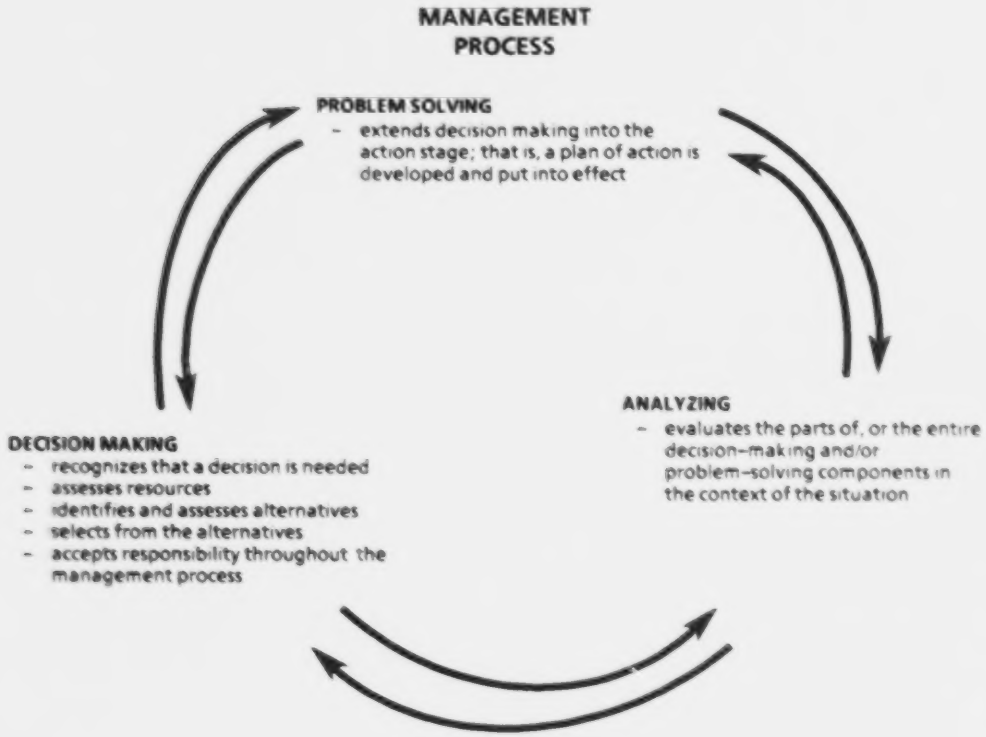

MANAGEMENT PROCESS
PROBLEM SOLVING
- extends decision making into the action stage; that is, a plan of action is developed and put into effect
ANALYZING
- evaluates the parts of, or the entire decision-making and/or problem-solving components in the context of the situation
DECISION MAKING
- recognizes that a decision is needed
- assesses resources
- identifies and assesses alternatives
- selects from the alternatives
- accepts responsibility throughout the management process

Figure 1

Program Implementation

To assist with process teaching/learning, general questions are given at the beginning of each module and more specific questions under the process column of each module. These questions are provided for the teacher, to guide the students in practising the management process. The questions are based on the three components of the management process: decision making, problem solving and analyzing. They are not all-inclusive. All the questions should be addressed and you are encouraged to add more.

The questions represent a range of cognitive levels. The levels include: knowledge, comprehension, application, analysis, synthesis and evaluation.

E. THE ADOLESCENT LEARNER

The cognitive, affective and physical development of the junior high student must be taken into account when teaching the Junior High Home Economics Program. Developmental considerations have implications for how junior high students are taught. They have particular implications for the choice of content and the sequencing of content. Interaction between how the concepts are taught and how students learn is of paramount importance to successful teaching.

The context of the learning situations influences what students learn. The context includes three components. It includes what the students bring in terms of existing knowledge, skills, attitudes and experiences. Context includes the concrete things students can see and touch. Context also includes the kind of explanations which the teacher gives to assist students' understanding. For junior high students, context must include liberal use of concrete aids, varied teacher explanations and some experience for students to tie learning experiences to their personal experiences.

Junior high students reason or think by using a step-by-step process in which they "link" one thing to another, and then to another, and so on. The junior high teacher may address this pattern of reasoning by giving students a list of steps necessary to complete a particular task.

Students at this level need to be taught to take a complex task, break it down, and list each of the steps themselves. Students are now ready to learn more complex skills, such as hypothetical thinking, which allows them to expand their time frame beyond the present.

They are ready to analyze simple, concrete processes as a step toward analyzing more abstract processes. It is important that these students be helped to develop more abstract thinking skills.

Junior high students are at a stage of affective growth where peer influence is of great importance. It is a time when the students are working to establish relationships and build a positive self-concept. It is a time of discovering who they are and where they fit in the scheme of things. Other influences that impact on the students' development include the media, the arts, sports, and so on.

These are the years of puberty (grades 6 to 9) with its many attendant changes. Students in this group are sensitive and vulnerable as they try to come to terms with the transition from child to adult. But for all their difficulties, including the rapid growth and the emotional turbulence, students demonstrate a keen sense of humour and the ability to care and to understand.

The home economics program has been developed for students to have experiences in order to internalize or personalize values. These experiences have been chosen because they are concrete and relevant to the student. The experiences have been drawn from the school and the community. Students are given opportunities to go from experiences to 'talking' to 'acting' in the home economics laboratory and in the home and community environments.

F. DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit school for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the school's dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. ETHICAL/MORAL CHARACTERISTICS

Respectful	• has respect for the opinions and rights of others, and for property.
Responsible	• accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	• behaves in an open, consistent and equitable manner.
Tolerant	• is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	• is truthful, sincere, possessing integrity; free from fraud or deception.

Kind	• is generous, compassionate, understanding, considerate.
Forgiving	• is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	• displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	• is dependable, faithful; devoted to friends, family and country.

2. INTELLECTUAL CHARACTERISTICS

Open-minded	• delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	• analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	• is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	• expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	• has internalized the need for doing his or her best in every field of endeavour.
Appreciative	• recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. SOCIAL/PERSONAL CHARACTERISTICS

Cooperative	• works with others to achieve common aims.
Accepting	• is willing to accept others as equals.
Conserving	• behaves responsibly toward the environment and the resources therein.
Industrious	• applies himself diligently, without supervision.
Possesses a strong sense of self-worth	• is confident and self-reliant, believes in own ability and worth.
Persevering	• pursues goals in spite of obstacles.
Prompt	• is punctual; completes assigned tasks on time.
Neat	• organizes work in an orderly manner; pays attention to personal appearance.
Attentive	• is alert and observant; listens carefully.
Unselfish	• is charitable, dedicated to humanitarian principles.
Mentally and physically fit	• possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

G. FACILITIES

A successful home economics program provides students with the opportunity to use the management process in applied learning activities. In order to do this, junior high school home economics facilities should be equipped for food preparation, clothing construction, child care, group lectures and individual study activities. Where specialized senior high school home economics facilities exist for the delivery of personal living skills, food studies or clothing and textiles courses, they may be used for junior high courses. Information about recommended equipment or facilities is available in the Junior High Home Economics Teacher Resource Manual, 1987 or from home economics consultants, regional offices of Alberta Education.

H. LEARNING RESOURCES

Learning resources fall into three categories: BASIC, RECOMMENDED AND SUPPLEMENTARY.

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning.

Basic learning resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

Recommended learning resources are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

Supplementary learning resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

Basic Learning Resources

- Foster, J.A., et al. Creative Living. Canadian ed. (Student ed.) Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985.

  Content covers family studies, food studies, and clothing and textiles studies areas of junior high home economics. Canadian content is stressed throughout and the resource is fully SI metric. It is suitable for Levels I, II, III (Grades 7, 8, 9).

French Language Resources (Basic)

- C'est la Vie! Initiation a l'economie familiale, 2ieme edition, Manuel de l'elve. Montreal: Les Editions HRW Ltee, 1985.

- C'est la Vie! Initiation a l'economie familiale, 2ieme edition, Cahier d'activites de l'elve. Montreal: Les Editions HRW Ltee, 1985.

- Claire Gagne-Plante. Economie Familiale – Pour une meilleure gestion de mes ressources. Manuel de l'elve. Montreal: Editions du renouveau pedagogiques Inc., 1985.

- Claire Gagne-Plante. Economie Familiale – Pour une meilleure gestion de mes ressources. Cahier d'activites de l'elve. Montreal: Editions du renouveau pedagogiques Inc., 1985.

Recommended Learning Resources

- Home Economics Teacher Resource Manual. Alberta Education: Edmonton, 1987.

- Colton, V., (ed.) Reader's Digest Complete Guide to Sewing. Montreal: The Reader's Digest Association (Canada) Ltd., 1979.

  A comprehensive manual of sewing equipment, supplies and techniques. Imperial Measures.

- Foster, J.A., et al. Creative Living. Canadian ed. Teacher's annotated ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985.

  This teacher's annotated edition contains lesson ideas, discussion questions and activities, a test bank and project ideas.

- Friend, C., Parker, E., and J. Weber. Clothing: Fashion, Fabrics and Construction. Teacher's manual. Peoria, Illinois: Bennett and McKnight Publishing Co., 1986.

  The teacher's manual contains teaching ideas, a test bank, and several interesting project ideas.

- Kopan, A.O. Food for Today. (3rd ed.) Student activity guide. Bennett and McKnight Publishing Co., 1986.

  The student activity guide contains additional activities that complement and supplement the information provided in the text and the teacher's resource book.

- Kowtaluk, H., and A.O. Kopan. Food for Today. (3rd ed.) Student text. Bennett and McKnight Publishing Co., 1986.

  Emphasizes nutritious meal management, food preparation and consumer skills. It complements Creative Living at all three levels (Grades 7, 8, 9).

- Kowtaluk, H., and A.O. Kopan. Food for Today. (3rd ed.) Teacher's annotated ed. Bennett and McKnight Publishing Co., 1986.

  Emphasizes nutritious meal management, food preparation and consumer skills. It complements Creative Living at all three levels (Grades 7, 8, 9).

- Kowtaluk, H., and A.O. Kopan. Food for Today. (3rd ed.) Teacher's resource book. Bennett and McKnight Publishing Co., 1986.

  Book contains a scope and sequence, black line masters, recipes and test bank.

- Lopez, K., Richmond, M., and R. Rowan. Clothing: Fashion, Fabrics and Construction. Teacher's resource book. Peoria, Illinois: Bennett and McKnight Publishing Co., 1986.

  Teacher's resource book contains chapter summaries and black line masters for student activities.

- McGee, H. On Food and Cooking: The Science and Lore of the Kitchen. Toronto: Collier Macmillan Canada, Inc., 1984.

  A compendium of information on the "how" and "why" of food preparation. Contains a historical as well as a scientific perspective. An excellent teacher reference.

- Wattie, H., and E. Whyte. Canadian Cook Book (Nellie Pattinson's). Toronto: McGraw-Hill Ryerson Limited, 1977.

  This is an SI metric edition that contains no Imperial Measures. An all-purpose cookbook suitable for use in Grades 7, 8, 9. This comprehensive cookbook contains fundamental food preparation techniques and a good scope of recipes illustrative of these techniques.

- Weber, J. Creative Living. Teacher's resource book. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986.

  Teacher's resource has chapter activities, test bank and black line masters.

- Weber, J. Clothing: Fashion, Fabrics and Construction. Bennett and McKnight Publishing Co., 1986.

  A comprehensive clothing and textiles text which complements Creative Living. Instances of American content do not limit or detract from the usefulness of the text.

- *Sixty Minute Metric Chef. Langley, British Columbia: School District No. 35, Langley, 1982.

  A cookbook divided into fifteen categories containing recipes for preparing a range of major food varieties, from salads to desserts.

  The Sixty Minute Metric Chef (8 1/2" coil bound) is a series designed and written by home economics teachers for classroom use. All the recipes are SI metric and sufficient for two to four servings.

- *Sixty Minute Metric Chef 2. Langley, British Columbia: School District No. 35, Langley, 1984.

  An extension of the fifteen categories contained in Sixty Minute Metric Chef, with the addition of a sixteenth category, vegetarian cooking.

- *Sixty Minute Metric Chef. Foreign foods edition. Langley, British Columbia: School District No. 35, Langley, 1984.

  This foreign foods edition is a collection of recipes culled from twelve ethnic regions. It is an excellent reference for the Cultural Foods Unit, or as an additional resource to a cookbook collection.

* – No author.

French Language Resources (Recommended)

- C'est la Vie! Initiation a l'economie familiale, 2ieme edition, Manuel de L'enseignant (e) Gaetane Boisvert-Bellemare, Claudette Carle-Le Blanc, Diana Simar-Carignan. Montreal: Les Editions HRW Ltee.

- C'est la Vie! Initiation a l'economie familiale, 2ieme edition, Cahier d'activites corrige (pour l'enseignant (e) Nicole Villeneuve-Lachance) Montreal: Les Editions HRW Ltee.

I. STUDENT EVALUATION

Evaluation is conducted in order to:

1. Provide feedback to the student about personal progress.
2. Determine the extent to which the program objectives are met.
3. Provide information about the effectiveness of the program learning activities.
4. Provide accountability for reporting student progress.

Evaluation is an integral part of the home economics instructional process. It should be carefully planned and reflect student learning experiences. Its overall purpose is to help the student develop a positive perspective toward personal strengths and abilities.

Student evaluation should measure knowledge, attitudes and skills as they relate to the management process. A variety of evaluation methods accommodates the various learning styles of the student, as well as the cognitive, affective and psychomotor domains of learning.

Some examples of these evaluation methods are:	Some suggested activities for evaluation purposes are:
Self-assessment	Laboratory experiences and products
Checklists	Laboratory projects
Observations	Case analysis
Peer evaluation	Field assignments
Written tests	Research reports
Individual verbal feedback	Student demonstrations
	Drama products
	Individual verbal feedback
	Community projects
	Poetry
	Laboratory management
	Checklists
	Special events

Some evaluation is best conducted at the site of the learning activity; for example, laboratory, classroom or community.

J. SCOPE FOR SENIOR HIGH HOME ECONOMICS CURRICULUM

Program grids for Clothing and Textiles 10, 20, 30; Food Studies 10, 20, 30; and Personal Living Skills 10, 20, 30 follow. These grids have been included in this guide to provide an outline of the content that can be offered in Senior High Home Economics Programs. This information is helpful when planning and implementing a Junior High Home Economics Program.

CLOTHING AND TEXTILES PROGRAM GRID

Each module requires 25 hours of class time

10	20	30
Project Construction *	Advanced Textiles *	Advanced Construction I *
Clothing and Individual Expression *	Pattern Alterations and Fit *	Advanced Construction II
Textiles and Care *	Clothing Construction 20 *	Special Fabrics II
Clothing Construction 10 (1 or 2 modules)	Fashion Industry/ Careers	Designers
Outdoor Clothing/ Equipment Construction (1 or 2 modules)	Special Fabrics I	Clothing for Special Needs
Fabric Arts	Household Textiles	Pattern Making
Locally Developed Modules	Historical and Cultural Roles of Clothing	Clothing and Culture
Work Study	Sports Clothing	Research Module

* Core Modules

FOOD STUDIES PROGRAM GRID

Each module requires 25 hours of class time

10	20	30
* Introduction to Food Studies	* Food Needs and Patterns	* Individualizing Food Patterns
* Nature of Food - A (fruits and vegetables, breads and cereals)	* Advanced Foods - A (fruits and vegetables, breads and cereals)	* Advanced Preparation Techniques
* Nature of Food - B (milk products and eggs)	* Advanced Foods - B (meat, milk products, eggs)	Inadequate Nutrition
* Nature of Food - C (meat and alternatives)	Food Handling and Processing	Entertaining with Food
Food Planning: Today's Lifestyles	Canadian Food Heritage	Carbohydrates/Fats and Oils
Food Planning: Special Situations	International Foods	Kitchen Planning
Food for Independent Living	Locally Developed Module	Research Module
	Work Study	

* Core Modules

PERSONAL LIVING SKILLS PROGRAM GRID

Each module requires 25 hours of class time

Personal Skills Modules

- Personal Awareness 10/20/30 *
- Resource Management 10/20
- Managing a Lifestyle 20/30
- Living Skills within Relationships 20/30

Family Skills Modules

- Teen-Parent Relationships 10/20
- Child Study 10/20
- Human Sexuality 10/20/30
- Marriage 30
- Parenting 30

Applied Skills Modules

- Living on Your Own 10/20/30
- Designing Home Environments 20/30
- A Study of Housing 30
- Locally Developed Module 10/20/30
- Work Study 20/30
- Senior Side of Living 20
- Community Services for Children 10/20
- Historical Family Crafts 10/20/30
- The Family in Crisis 20/30
- Research Module 30

* Numbers indicate the level recommended.

K. SCOPE FOR JUNIOR HIGH HOME ECONOMICS CURRICULUM

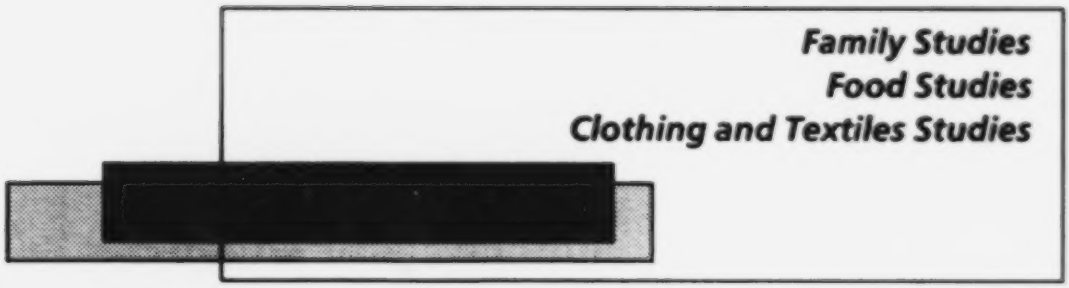
Each module requires 15 hours of class time

Specialty Areas	Level I	Level II	Level III
Family Studies	***Child Care I** - rights and responsibilities of care-givers - care-giving knowledge	***Child Care II** - development from 0-5 years - child care - child-rearing practices - community child care facilities	***Challenges and Choices** - life cycle - decision making, problem solving and analyzing - resources available to individuals and families when managing stressful situations
	Grooming - grooming as a mode of communication - definition - historical perspective - components of grooming - grooming products and appliances	**Family Life and Technology** - introduction to technology - historical perspective of home-related technology - personal, communication and entertainment technology - ethical considerations	**Personal Money Management** - resources - knowledge of the marketplace - money management
	Culture and Traditions - tolerance and understanding - traditions and culture - social/public behaviour	**Living Space II** - provisions of a living space - shared personal living space - care of your personal living space - personalizing a living space	**Living Space III** - provisions of a living space - choices in a living space - sharing family space - care of a living space - design elements and principles in a home
Food Studies	***Foods I** - orientation to laboratory - kitchen safety - utensils - appliances - recipes - table setting - Canada's Food Guide - food preparation principles and techniques	***Foods II** - kitchen orientation and safety - food choices - food preparation techniques and skills (building on skills in Level I)	***Foods III** - introduction (review) - factors affecting food choices - food preparation
	Simple Snacks and Meals - simple snacks and meals - food preparation and techniques	**Canadian Heritage Cookery** - Early Canadian lifestyles - Canadian Heritage cookery - food preparation	**Making Meals** - influencing factors - consumer skills - meal patterns
	Enjoying Food with Others - reasons for eating - influences on food choices - planning and preparing for social occasions	**Fast Foods** - convenience foods - food labelling - commercial fast food outlets	**Cultural Foods** - cultural influences on food choices - preparation of cultural foods

*** Compulsory Modules**

Specialty Areas	Level I	Level II	Level III
Clothing and Textiles Studies	***Sewing I** - orientation to laboratory - safe use and care of equipment - fabric terminology - hand stitching techniques - simple pattern - sewing machine construction, terminology and skills - clothing care **Clothing I** - function of clothing - fabric terminology (see Sewing I) - pattern terminology and symbols (as found on student's project pattern) - construction terms, skills (required to complete project) - applied decoration - clothing care **reative Textiles** - textile–related handworks - skills: practise with a selection of handworks	**Sewing II** - review safe use and care of equipment - introduction and/or review of fabric terminology - fabric construction - preparation for sewing - pattern - construction techniques - management plan **Clothing II** - function of clothing - elements of design applicable to clothing design and selection **Sports Gear** - qualities of sports gear - satisfaction	***Sewing III** - review safe use and care of equipment - fabric - advanced skills and techniques (building on skills from Sewing II) **Clothing III** - wardrobe - review of design (see Clothing II) - purchase of clothing **Special Purpose Sewing** - qualities of household textiles - satisfaction

***Compulsory Modules**


Family Studies
Food Studies
Clothing and Textiles Studies

LEVEL I: FAMILY STUDIES

LEVEL I: (Compulsory) - Child Care I

Generalizations

Quality child care is dependent on the development of positive attitudes, knowledge, skills, and experience.

Understanding of self is enhanced through a knowledge of child development.

Objectives

The student will be able to:

1. demonstrate an understanding of quality child care by studying a variety of care-giving skills
2. list the rights and responsibilities of a care-giver
3. demonstrate appropriate skills in caring for children
   - describe procedures for accident prevention and handling emergencies
   - select and prepare nutritious food for young children
   - describe behaviour and needs of young children
   - guide children in play activities
   - assist children in clothing choice and changes
4. integrate knowledge and skills along with decision-making, problem-solving and evaluating processes through "child care related" projects.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

The Content is the vehicle through which the management process is taught.

The Process Questions in this module are guidelines for planning student learning activities or projects. While they address the objectives in this module, they are not "all-inclusive".

Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Level I
Child Care I
Compulsory

Content	Process Questions
I. Rights and Responsibilities of Care-givers A. Parents or guardians B. Babysitters and employers II. Care-giving Knowledge A. Feeding 1. Various ages 2. Eating habits 3. Food preferences - nutritious choices 4. Methods of preparing food 5. Methods of helping to eat B. Clothing 1. Diapers 2. Helping to dress 3. Choices for comfort C. Care 1. Behaviour of children 0-5 years 2. Discipline 3. Routines 4. Security and love 5. Role of mediation in children's learning D. Play 1. Physical activities for various ages 2. Toys 3. Books 4. Television E. Safety 1. Protection 2. Preventing accidents 3. Emergency procedures 4. First aid	What activities has the student experienced in order to define quality child care? What skills and knowledge are required for quality child care? What skills and knowledge does the student have and what needs to be taught and learned? Can the student identify skills and knowledge applicable in a variety of babysitting/child care situations? What opportunities has the student had to experience and assess a child care situation? How did the student respond to perceived children's needs? Did the student prepare and critically evaluate an activity, a toy or a simple meal, according to its appropriateness for a particular child? How effective was the student in an observable care-giving situation, taking into account facilities, age of child, quality of play, food, and strengths and weaknesses of care-giver? What criteria were developed by the student to evaluate child care?

Generalizations

One's appearance is a mode of communication with others.

A positive self-concept is enhanced by a well-groomed appearance.

Grooming contributes to healthfulness in that it includes attention to posture; daily cleanliness including skin care, hair, teeth and personal hygiene; exercise; rest and nutrition.

Objectives

The student will be able to:

1. **list/describe and demonstrate grooming practices that contribute to healthfulness and a sense of well-being**
2. **develop criteria for the selection of grooming products and appliances, and make consumer selections**
3. **recognize that appearance and, thus, grooming may have an influence on self-confidence and interpersonal relationships**
4. **apply knowledge of grooming in order to make effective decisions, solve problems and evaluate practices associated with grooming.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

The **Content** is the vehicle through which the management process is taught.

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Content

I. Grooming as a Mode of Communication

- A. To others
- B. To self

II. Definition

III. Historical Perspective – i.e., Changes Over Time

IV. Components of Grooming

- A. Daily cleanliness
  1. Skin care
  2. Hair
  3. Teeth
  4. Personal hygiene
- B. Posture
- C. Exercise
- D. Rest
- E. Nutrition
- F. Clothing
  1. Daily care/weekly care
  2. Simple repairs
- G. Situations requiring medical attention
- H. Factors affecting grooming choices – e.g., age, travel, activities, financial resources, advertisements, ethical considerations

V. Grooming Products and Appliances

- A. Products and uses
- B. Appliances and uses
- C. Comparison and evaluation of selected items

Process Questions

What activities did the student complete in order to define "grooming" and "why was this important"?

How did the student examine changes in the standards of grooming over time?

How did the student determine what constitutes good grooming for junior high students, considering various situations such as travelling, special occasions, school days, sports activities, specific skin problems, etc?

Through what activities did the student practise selecting appropriate grooming practices for various given situations?

How did the student establish a list of criteria useful in the evaluation of products and appliances relating to grooming?

How did the student critically evaluate selected grooming products and appliances according to developed criteria?

How did the student determine appropriate daily and weekly care of clothing? Clothing repairs?

Did the student practise simple clothing repairs in the lab?

Through what activities did the student evaluate whether there was an increase in personal satisfaction with chosen grooming practices?

Generalizations

Expectations of behaviour vary from culture to culture and from generation to generation.

People's behaviour reflects their values.

Families express their individuality in various ways depending on a variety of factors.

Etiquette and manners are guidelines for social behaviour.

Objectives

The student will be able to:

1. **define "tolerance and understanding" as understood in the family and the community**
2. **examine similarities and differences in families from generation to generation and from culture to culture, and develop respect for other lifestyle patterns**
3. **accept that each person is responsible for his or her own actions and demonstrates appropriate behaviour in specific situations as an expression of respect and consideration for others**
4. **make decisions, solve problems, and analyze behaviour to increase tolerance and understanding of others and respond socially in appropriate, considerate ways.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Level I
Culture and Traditions

Content	Process Questions
I. Tolerance and Understanding A. People's roles/responsibilities 1. To self 2. To family 3. To peers 4. To society in general B. Definition of "tolerance and understanding" 1. Within family setting (learning to "get along" with others) 2. Within community II. Traditions and Culture A. Roles of family members 1. Generation to generation similarities and differences 2. Various cultural similarities and differences 3. Creating a family identity through special celebrations, expressions of gratitude, style of having guests for meals, etc. B. Traditions 1. Functions 2. Specific traditions – family, regional, national C. Definitions of traditions and culture III. Social/Public Behaviour A. Historical perspective of some manners and customs in Canada – e.g., hats, dating, table manners, other B. Definitions of etiquette and manners	What does tolerance and understanding have to do with interaction in families, with peers and in society generally? What roles do culture and tradition play in one's life? What student activities were available for the student to practise tolerance and understanding? What student activities encouraged greater understanding and appreciation for family and others? How did the student determine appropriate treatment of guests, and practise "hosting" or "hostessing" roles? What practical activities enabled the student to identify cultural or traditional influences on "family ways"? How did the student demonstrate awareness and practise of etiquette and manners? How did the student practise appropriate public behaviour? How did evaluation of etiquette skills and social manners occur through practical experience?

C. Etiquette 1. General guidelines 2. Specific situations – e.g., overnight manners, telephone etiquette, expressing gratitude or thanks, table setting, formal clothing, host/hostess, introductions or greetings, other D. Development of guidelines regarding proper etiquette and manners	

NOTES:

LEVEL I: FOOD STUDIES

LEVEL I: (Compulsory) – Foods I

Generalizations

Successful food preparation requires knowledge about recipes and equipment, and the development of safe, hygienic and efficient preparation skills.

Following Canada's Food Guide will result in a balanced daily food intake.

Objectives

The student will be able to:

1. **demonstrate a working knowledge of a laboratory facility**

2. **provide a rationale for safe and hygienic practices in food preparation**
   - **use small utensils and electrical equipment safely**
   - **practise good hygiene in food preparation and laboratory clean-up**

3. **demonstrate techniques of food preparation**
   - **understand the language and use of a recipe**
   - **practise skills of measuring and mixing**
   - **appropriately organize time, energy, and equipment in preparation of simple foods and meals**
   - **demonstrate simple table setting**

4. **apply Canada's Food Guide to food choices**
   - **understand the function and importance of the leader nutrients in each of the four food groups**
   - **know the recommended daily servings from each food group**
   - **prepare a food from each food group**
   - **select appropriate balance of foods in a simple meal preparation**

5. **evaluate decisions, problem-solving skills and products in food preparation according to stated criteria developed by students and teacher.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

Implementation (cont'd)

The Content is the vehicle through which the management process is taught.

The Process Questions in this module are guidelines for planning student learning activities or projects. While they address the objectives in this module, they are not "all-inclusive".

Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Content	Process Questions
I. Orientation to Laboratory	How was the student oriented to the laboratory?
II. Kitchen Safety A. Personal hygiene B. Cleanliness of equipment and facility C. Burns D. Electrical equipment, gas appliances E. Accident prevention F. First aid	How was the student introduced to the components of successful food preparation? What practical laboratory experiences were used to teach safety and hygiene? How was the student taught first aid information and skills regarding the treatment of minor injuries?
III. Utensils A. Types 1. Measuring 2. Preparation 3. Mixing 4. Cooking and baking B. Use C. Care	What student activities were completed relative to selecting criteria for a successful food project? What student activities were related to Canada's Food Guide and its role in food selection? How did the student practise food preparation skills in the laboratory?
IV. Appliances A. Types 1. Preparation and mixing 2. Heating 3. Storing and cooling B. Use C. Care	How did the student apply appropriate principles of food preparation to each category of food? Was the food preparation evaluated according to developed criteria?
V. Recipes A. Terms B. Abbreviations C. Measuring and mixing D. Use	How did the student evaluate the nutrient contribution of various food groups within Canada's Food Guide? How did the student plan, prepare and evaluate a simple meal taking appropriate factors into account?
VI. Table Setting A. Family meals B. Place setting	

VII. Canada's Food Guide

A. Food categories
B. Leader nutrients - function

VIII. Food Preparation Principles and Techniques

A. Milk and milk products
B. Meat, fish, poultry and alternatives
C. Breads and cereals
D. Fruits and vegetables
E. Meal planning

NOTES:

Generalizations

Knowledge of nutrition, available resources and personal preferences influence food choices.

Skills in the use of recipes, and safe, efficient food preparation enables one to prepare satisfying, nutritious snacks and meals.

Objectives

The student will be able to:

1. **apply knowledge of Canada's Food Guide to food selection**

2. **describe how snacks may contribute to meeting recommended daily food intake**

3. **compare home produced and commercially produced snacks and meals**

4. **demonstrate skills in decision making, problem solving and evaluating as they apply to use of recipes and safe, efficient food preparation, with the ultimate goal being satisfying, nutritious snacks and meals.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Content	Process Questions
I. Simple Snacks and Meals A. Types 1. Food groups 2. Age groups 3. Special diets B. Advantages and disadvantages II. Food Preparation and Techniques A. Snacks 1. Convenience 2. Home produced, commercially produced 3. Use of small appliances a. Heating appliances b. Mixing appliances 4. Evaluate a. Nutritive content b. Convenience c. Satisfaction, flavour, texture, others d. Cost B. Meals 1. Breakfast, lunch a. Commercial, fast food b. Home produced 2. Evaluate a. Nutritive content b. Speed/convenience c. Aesthetics/flavour/ appearance d. Cost home produced versus commercial 3. Table setting	How did the student determine what constitutes a nutritious snack? How did the student experience a variety of ways that a nutritious snack or simple meal can be obtained? How did the student practise presenting a simple meal or snack? How was the simple snack or meal evaluated considering the effort, skill, time, cost and nutrient contribution? How did the student evaluate whether the knowledge and skills from this module could be applied again in classroom lab, at home, or in the community?

Generalizations

Food is a means of self-expression and communication with others.

Self and social confidence, and creativity are enhanced by the ability to plan and prepare meals for others successfully.

Efficient work habits and management skills are developed through planning and preparing a food event.

Objectives

The student will be able to:

1. **describe the influence of social and psychological factors on food choices**

2. **plan and prepare for a social occasion involving food**
   - **identify the factors basic to planning**
   - **develop and plan a consistent theme for a particular social occasion**

3. **evaluate the success of the plan**
   - **analyze whether the plan provided sufficient guidance and was realistic**
   - **evaluate time, energy, skill and money management**
   - **judge success of the social occasion - social enjoyment, quality of food presented, personal satisfaction**
   - **state possible revisions.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Content	Process Questions
I. Reasons for Eating A. Hunger B. Appetite C. Emotional factors D. Social influences II. Influences on Food Choices A. Sensory qualities of foods B. Family 1. Cultural origins 2. Religion, beliefs C. Advertising D. Peer pressure E. Geography, season III. Planning and Preparing for Social Occasions A. Theme and format B. Guests 1. Number 2. Age C. Menu D. Entertainment E. Invitations F. Decorations G. Budget H. Clean-up	What activities did the student have with factors that influence eating and food choices? When planning for a social occasion that includes food, what considerations should be addressed? What practise did the student have during this module to plan food for a social occasion? What considerations were addressed in planning the social occasion aspect of this module? How did the student make decisions and solve problems associated with the activity? How did the student evaluate the event for: - planning within limitations? - success in carrying out plan (adapting to change as necessary)? - management of resources? - social enjoyment (if appropriate)? - quality of food presented? - clean-up? - personal satisfaction?

NOTES:

LEVEL I: CLOTHING AND TEXTILES STUDIES

LEVEL I: (Compulsory) – Sewing I

Generalizations

Knowledge and skills in sewing contribute to an increase in personal and family resources.

Successful completion of a sewing project is dependent on basic knowledge of fabric, patterns, and sewing techniques.

Self-confidence and creativity are promoted through developing skills and knowledge in sewing.

Objectives

The student will be able to:

1. **demonstrate safe use of small sewing and pressing equipment, and the sewing machine**

2. **define basic fabric, pattern, and sewing terms**

3. **construct a simple project**
   - **practise at least one related hand sewing skill**
   - **practise at least one related sewing machine skill**
   - **understand care**

4. **develop a general process plan or checklist to guide the choice of sewing projects. Items could include:**
   - **a realistic assessment of existing skills and knowledge**
   - **determination of other required knowledge and skills**
   - **fabric/pattern/use compatibility**
   - **evaluation of process and construction techniques, etc.**

5. **evaluate sewing project and process of completion by analyzing the planning and the project.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

Implementation (cont'd)

The Content is the vehicle through which the management process is taught.

The Process Questions in this module are guidelines for planning student learning activities or projects. While they address the objectives in this module, they are not "all-inclusive".

Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Level I
Sewing I
Compulsory

Content	Process Questions
I. Orientation to Laboratory II. Safe Use and Care of Equipment A. Sewing equipment B. Pressing equipment C. Sewing machine 1. Speed 2. Guiding fabric 3. Posture 4. Control III. Fabric Terminology A. Required 1. Fabric 2. Selvage 3. Grain B. Choose from 1. Warp, weft or filling yarns 2. Bias 3. Fabric width 4. Fibre 5. Yarn IV. Hand Stitching Techniques Choose according to project A. Overhand or whipstitch B. Backstitch C. Basting D. Slipstitch	What skills and information were required to complete the project? How was the student oriented to the laboratory? How did the student practise operating sewing-related equipment safely? How did the student become familiar with appropriate sewing terms? How were basic hand sewing, machine sewing and other construction technique skills practised? How did the student manage the project? Was the project completed using appropriate techniques and skills? What criteria were used by the teacher and the student to evaluate the project?

V. Simple Pattern

A. Terminology
B. Reading pattern guide

VI. Sewing Machine Construction, Terminology and Skills

A. Required
1. Backstitch
2. Straight stitching
3. Pivoting
4. Using pins

B. Choose from
1. Basting
2. Zigzag

VII. Clothing Care

A. Laundry
B. Pressing, ironing

NOTES:

Generalizations

Clothing is a means of self-expression and communication with others.

Abilities to choose and care for one's clothing contribute to self-reliance and responsibility.

Self-confidence and creativity are promoted through developing skills and knowledge in sewing.

Objectives

The student will be able to:

1. **describe the function of clothing**
   - **recognize that clothing creates impressions and affects attitudes and feelings**
   - **understand the relationship between fibre, fabric and comfort in clothing**

2. **construct a simple project**
   - **practise use of simple pattern**
   - **practise basic hand and sewing machine skills**
   - **express self in creation of simple decorative feature on project**

3. **describe regular clothing care**
   - **identify daily care requirements**
   - **practise simple clothing repairs**

4. **make decisions, solve problems and develop evaluation skills, while making choices about clothing, clothing care and project selection.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Content

I. Function of Clothing

- A. Communication
- B. Comfort

II. Fabric Terminology (see Sewing I)

III. Pattern Terminology and Symbols (as found on student's project pattern)

IV. Construction Terms, Skills (required to complete project)

V. Applied Decoration

- A. Embroidery
- B. Applique
- C. Patchwork

VI. Clothing Care

- A. Daily care
- B. Simple repairs

Process Questions

What function does clothing serve?

How did the student choose an item to sew and what factors were considered?

What skills are required to complete a simple sewing project?

How was the completed project evaluated by the student and did the evaluation include management skills?

How does the student presently care for clothing?

How did the student demonstrate an understanding of appropriate clothing care and how it prolongs the life of garments and other fabric articles?

Did the student complete a simple garment repair? How did the student choose the garment repair?

How did the student and teacher establish criteria for evaluating a simple repair?

NOTES:

Generalizations

Textile-related handwork may be used to provide decorative enhancement or to create an item or garment on its own.

Developing an awareness of, and skills in working with a variety of textile-related handworks can be satisfying and rewarding.

Developing skills in textile-related handworks provides a possible avenue for creativity and individualization of clothing or personal articles.

Objectives

The student will be able to:

1. recognize a variety of handworks using textiles or textile-related materials and practise working with selected skills.
2. identify and describe the origins, history and current application of a number of textile handworks.
3. use management process skills gained to choose and satisfactorily complete an appropriate project, commensurate with skill level and time available, in a textile handwork medium that broadens his or her capabilities.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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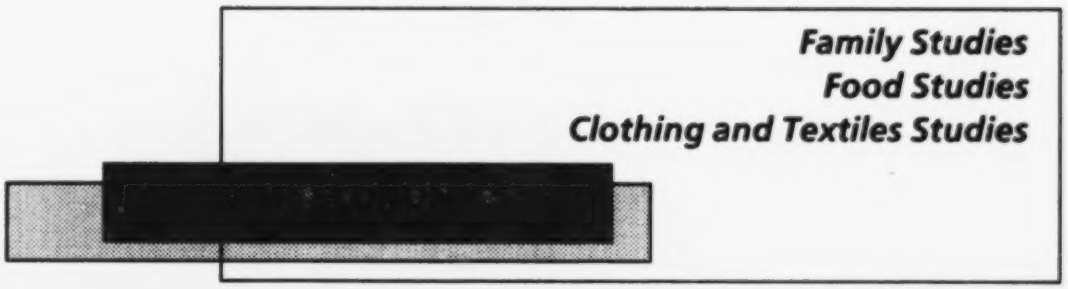
Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Content	Process Questions
I. Textile-related Handworks A. Definition B. Origins 1 Historical 2. Cultural C. Examples (crochet, embroidery and related stitchery, needle-point, knitting, applique, patchwork, etc.) D. Applications II. Skills: Practise with a Selection of Handworks A. Traditional B. Adaptations	What are textile or textile-related handworks? How was the student exposed to textile handworks – in the laboratory, home or community? What are some examples? How was the student exposed to the manner in which the "art" has been used, historically and culturally? How did the student determine uses for textile handworks to individualize clothing or other textile articles? How did the student practise a selection of textile handwork skills? How did the student develop some handworking skills in three to four specific skill areas? How did the student choose and plan an appropriate project using handwork skills that are new to the student? How did the student demonstrate management skills in completing the project? How was criteria developed for evaluating the project?

NOTE: This module could be incorporated with other modules. The textile-related handwork skills could be used as applied decoration on other projects.


Family Studies
Food Studies
Clothing and Textiles Studies

LEVEL II: FAMILY STUDIES

LEVEL II: (Compulsory) – Child Care II

Generalizations

The ability to provide guidance and appropriate care for children is a result of knowledge, skills and confidence developed in child care.

Understanding of self is enhanced through knowledge and experience in child care and development.

Objectives

The student will be able to:

1. **describe how children grow and develop physically, mentally and socially from birth to five years**
2. **accept that ideas about child care differ in different historical eras and cultures**
3. **identify needs of young children and the resources to meet those needs**
4. **investigate available community child care facilities and examine the needs they address**
5. **apply skills and knowledge to the process of making decisions, problem solving and evaluating the care of young children.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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The **Process Questions** in this module are guidelines for planning student learning activities or projects. While they address the objectives in this module, they are not "all-inclusive".

Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Level II
Child Care II
Compulsory

Content	Process Questions
I. Development from 0-5 Years A. Physical B. Social C. Mental (psychological) D. Special needs children II. Child Care A. Safety B. Food 1. Nutrition 2. Preparation C. Clothing D. Play 1. Toys 2. Books 3. Audio-visual – e.g., T.V., music, other III. Child-rearing Practices A. Past B. Other cultures, countries C. Present IV. Community Child Care Facilities A. Types B. Need for C. Characteristics (standards?)	How did the student identify the specific and general developmental patterns of children from birth to 5 years of age? How did the student identify limitations of the use of "general" developmental ages and patterns? How was the student exposed to "special needs" children and how did the student define "special needs"? What are the specific child care attitudes, skills and knowledge appropriate to the developmental stages between birth and 5 years of age? What practical experience did the student have with the above? What experiences did the student have with the similarities/differences in child-rearing practices between past and present, and between countries and/or cultures? How did the student experience and define a community child care facility? Did the student identify the needs they serve? Did the student prepare a list of criteria for quality child care and can this be applied to community child care facilities? How did the student evaluate the influence of knowledge of child development and child care in his or her attitude toward a child? How did the student demonstrate an ability to integrate an assessment of the developmental stage of a child with the appropriate child care?

Generalizations

Many home-centred tasks have been altered over time due to changes in products and equipment developed by technology.

The quality of life experienced by family members may be enhanced by technological advances if appropriate choices are made considering family or individual needs and wants.

Objectives

The student will be able to:

1. construct a working definition of technology as applied in this module, and create criteria for evaluating a family's use of technology, taking into account ethics, goals, values, attitudes, needs, wants and resources
2. list and experience examples of current technological items available in food preparation and nutrition, textiles, knitting and sewing, personal care, entertainment and communication
3. evaluate a variety of home-related products and/or equipment developed over time due to technology
4. discuss how the quality of life for individuals and families has changed over time due to the increased availability and use of technology.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Content	Process Questions
I. Introduction to Technology A. Definition B. A survey of items that have undergone a series of technological changes C. Effect on family II. Historical Perspective of Home-related Technology A. Changes in food preparation technology 1. Equipment 2. Availability of natural foods 3. Form – i.e., varieties of processing 4. Evaluation B. Changes in products for household cleaning and personal hygiene 1. Equipment 2. Cleaning substances 3. Evaluation C. Clothing 1. Timeline of changes in the making of clothing (since 1850) a. Sewing b. Knitting c. Fabrics 2. Comparison of tasks performed 75 years ago or in grandma's time and today a. Patching – e.g., jeans b. Sewing garments, finishing seams c. Knitting garments, hand versus machines D. Contemporary technology	What is technology and how has it changed lifestyles and family life in Canada over time? What information sources has the student had access to on this topic? What experiences or exposures has the student had to the lifestyle of 100 years ago or so? How were the positive and negative aspects of technology explored and evaluated by the student? What criteria did the student develop for evaluating technological changes? How did the student evaluate an individual product of technology? Did the student list factors that might influence a family's use of available technology? What assessments were made by the student as to whether technology contributes to or detracts from the strengthening of family life? How did the student demonstrate the ability to evaluate his or her use of a current technology?

III. Personal, Communication and Entertainment Technology

A. Personal
1. Types
2. Evaluation

B. Communication
1. Timeline of changes over past 100 years
2. Resulting changes to lifestyles of families
3. Evaluation

C. Other
1. Television, VCR, home computer, other
2. Evaluation

IV. Ethical Considerations

NOTES:

Generalizations

An individual's living space may satisfy many physical, psychological and aesthetic needs.

A family's values, budget, activities and size play a role in the selection and distribution of personal space(s).

Sharing living space involves adaptation, cooperation and responsibility.

Safety and sanitation are important components of maintaining personal living space.

Objectives

The student will be able to:

1. **differentiate between human needs and wants as related to living space**
   - **describe how a family's attitudes, values, budget, activities and size determine use of common and private space**
   - **propose alternatives to solve "shared space" problems (bedrooms, closets, lockers, etc.)**
2. **describe and practise basic sanitary and maintenance procedures applicable to personal space(s) (bedroom, locker, etc.) on a daily, monthly, and yearly basis**
3. **identify the basic elements of design and apply the elements to a content-related project**
4. **integrate knowledge with problem-solving, decision-making and evaluation skills to increase satisfaction with available living space.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Content	Process Questions
I. Provisions of a Living Space A. Physical 1. Home in general 2. Personal space II. Shared Personal Living Space A. Spaces that may be shared: bedroom, locker or other B. Situations requiring adaptation C. Solutions to problems when sharing space III. Care of Your Personal Living Space A. Reasons for personal space care B. Basic organization to achieve comfort, pleasing appearance, adequate storage, ease of use, cleanability C. Cleaning and maintenance 1. Daily 2. Weekly 3. Monthly IV. Personalizing a Living Space A. Elements of design: colour, line, texture, shape and space B. Accessories to express individuality 1. Purpose 2. Examples	What is a living space? What living spaces are private and what living spaces are shared? How did the student analyze whether or not he or she is getting the most from the living space? How did the student practise skills in assessing and solving problems related to: - sharing space? - utilizing living space? - creating an aesthetically pleasing space? - individualizing a personal living space? What evaluation of alternatives took place when solving problems (real or case study situations)? What content-related activities provided an opportunity for the student to practise integration of content and management skills?

LEVEL II: FOOD STUDIES

LEVEL II: (Compulsory) – Foods II

Generalizations

Successful food preparation requires knowledge about recipes and equipment, and the development of safe, hygienic, and efficient preparation skills.

Nutritive needs are met by making selections from a variety of food sources and food forms.

A balanced and satisfying diet can be adapted to suit variations in lifestyle and available resources.

Objectives

The student will be able to:

1. **demonstrate an understanding of safety, hygiene, and management in food preparation**
   - **practise safe, hygienic routines when preparing food**
   - **identify and correctly interpret hazardous product symbols**
2. **plan balanced diets in a variety of given circumstances**
   - **list the role of nutrients**
   - **describe the relationship between nutrients and Canada's Food Guide**
   - **describe the relationship between balanced meals and Canada's Food Guide**
   - **differentiate nutrient needs throughout the life cycle**
3. **apply knowledge and management skills to life situations**
   - **understand that appropriate decision-making skills contribute to successful food and meal preparation, and the effective use of resources**
   - **understand how to secure and maintain maximum nutrition in food when buying, storing, and preparing**
   - **select and evaluate food forms and preparations appropriate to various life situations**
   - **select appropriate equipment for the food preparation task and make suitable adjustments or substitutions as necessary.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Level II
Foods II
Compulsory

Content

I. Kitchen Orientation and Safety*

- A. Review Foods I
- B. Hazardous product safety symbols

II. Food Choices

- A. Factors affecting choice
  1. Resources
     - a. Non-human
       - i. Money
       - ii. Equipment (appliances)
     - b. Human
       - i. Time
       - ii. Skill
       - iii. Energy
  2. Values, principles, tradition
  3. Nutrition
     - a. Sources
     - b. Retention of nutrients
  4. Additives
  5. Special dietary needs
  6. Management skills
     - a. Resources
     - b. Process
- B. Planning
  1. Grocery list
  2. Cost
  3. Nutritive value
  4. Time management
  5. Aesthetics - presentation criteria

III. Food Preparation Techniques and Skills (building on skills in Level I)

- A. Basic techniques involved in preparation of
  1. Milk and milk products
  2. Meat, fish, poultry and alternatives
  3. Bread and cereals
  4. Fruits and vegetables
- B. Convenience foods
- C. Use of small appliances

Process Questions

How were the components of successful meal preparation reviewed by the student?

How did the student explore the relationship between successful food preparation and the well-being of individuals?

What learning activities in the foods laboratory allowed the student the opportunity to integrate management skills with safety skills to prepare foods successfully while using basic food preparation skills and small appliances?

What criteria were established by the teacher and student to evaluate activities?

How did the student critically evaluate management and food preparation skills?

By what means did the student suggest improvements in management and preparation skills?

Generalizations

Many present-day food preparation techniques have evolved from early Canadian lifestyles.

An understanding of history and cultural changes, and present lifestyle, is promoted through knowledge of early Canadian food and cookery.

Personal resourcefulness and human survival skills are enhanced through application of early Canadian cookery skills to present-day food preparation.

Objectives

The student will be able to:

1. **discuss early Canadian lifestyles and why they revolved around food procurement and preparation**

2. **demonstrate an understanding of safety as applied to early Canadian cookery**

3. **identify developmental changes in food choices and techniques**
   - **compare and prepare foods of the past and present**
   - **prepare a simple, early Canadian meal**

4. **develop skills in decision making, problem solving and analyzing (as applicable to safety procedures and food preparation techniques) on equipment available**

5. **apply appropriate early Canadian cookery knowledge and skills to current food preparation situations.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Content

I. Early Canadian Lifestyles

A. Influence on food choice and preparation
1. Availability of foods
2. Native
3. Cultural heritage
4. Adaptations

B. Equipment

C. Recipes
1. Form
2. Ingredients

D. Food preparation
1. Preservation
2. Preparations - techniques and skills
a. Past, present
b. Taste
c. Utensils, equipment
d. Storage
e. Time
f. Effort

II. Canadian Heritage Cookery

A. Safety
1. Water
2. Food
3. Fire

B. Heat sources
1. Wood fire
2. Camp stoves
3. Barbecue

C. Equipment

D. Food choices
1. Fresh
2. Dried
3. Canned
4. Salted
5. Frozen

E. Preparation
1. Individual food items
2. Simple meals

III. Food Preparation

Process Questions

What exposure to the early Canadian lifestyles has the student experienced?

Where can the student retrieve information on Canadian Heritage Cookery?

How can early Canadian lifestyles be described?

What activities provided the student with an exposure to how early Canadians coped with limitations of equipment, etc?

How did the student experience cooking with similar limitations?

What preparations of early Canadian foods were completed by the student?

What evaluation took place regarding the prepared foods?

How did the student apply the principles of preparation and cookery to different situations (e.g., outdoor cookery, food preservation, use of new foods or indigenous foods not previously utilized by the student)?

Generalizations

"Fast" foods may be purchased in many forms or prepared at home.

Labels are a source of information when choosing foods.

"Fast" food choices should be based upon nutritional contribution to diet, cost per serving, required preparation time, availability of required equipment, and food quality.

Objectives

The student will be able to:

1. **define "fast" and "convenience" foods**

2. **use labels as an information source and correctly interpret the information provided**
   - **understand the function of additives in prepared or convenience food**
   - **identify the "best before" or expiry date on various food items**
   - **identify correctly the hazardous product symbols**

3. **make decisions and evaluate food choices relating to "fast" or "convenience" foods**
   - **compare fast foods available in restaurants or food outlets with homemade alternatives**
   - **plan and evaluate meals using fast foods and/or convenience foods.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Content	Process Questions
I. Convenience Foods A. Definition B. Commercial and home produced 1. Processing 2. Preserving 3. Mixes 4. Comparison a. Cost b. Nutrition c. Preparation time d. Flavour/texture/general acceptability of product e. Personal satisfaction II. Food Labelling A. Law 1. Order of ingredients 2. Hazardous product symbols 3. Dates - "Best Before" or expiry dates 4. Nutrients, additives III. Commercial Fast Food Outlets A. Define B. Methods of food preparation 1. Processing 2. Additives C. Evaluation 1. Cost 2. Nutritional content D. Advantages, disadvantages	What constitutes a "fast" food or a convenience food? What experiences did the student have with food labelling? What criteria did the student establish for making decisions regarding convenience foods? What are the general characteristics of fast food restaurants? How did the student practise decision-making, problem-solving, and analyzing skills regarding "fast" food and convenience food choices? What activities were provided for the student to experience and evaluate fast foods, convenience foods and comparable home products for cost, time, efficiency, personal satisfaction and nutritional contribution to daily diet?

LEVEL II: CLOTHING AND TEXTILES STUDIES

LEVEL II: (Compulsory) – Sewing II

Generalizations

Knowledge and skills in sewing contribute to an increase in personal and family resources.

Self-confidence and creativity are promoted through developing skills and knowledge in sewing.

A management plan which recognizes personal skills and resources, and establishes realistic goals and short-term objectives will assure completion of and satisfaction with a construction project.

Objectives

The student will be able to:

1. **demonstrate safe use of sewing and pressing equipment**

2. **describe the properties of knitted, woven, and non-woven fabric**
   - **select fabrics appropriate to specific uses**
   - **prepare fabric for sewing**

3. **construct a project using a simple commercial pattern**
   - **develop and follow a management plan in construction of project**
   - **practise use of a commercial pattern**
   - **practise simple sewing techniques**
   - **evaluate quality of completed project.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Level II
Sewing II
Compulsory

Content	Process Questions
I. Review Safe Use and Care of Equipment A. Sewing machine B. Serger C. Pressing equipment D. Hand sewing equipment II. Introduction and/or Review of Fabric Terminology III. Fabric Construction A. Woven B. Non-woven C. Knitted D. Grain IV. Preparation for Sewing A. Pre-shrinking B. Straightening V. Pattern A. Body measurements (if needed) B. Pattern envelope C. Selecting fabric, notions D. Preparing pattern E. Alterations F. Pattern guide sheet G. Layout, cutting H. Marking VI. Construction Techniques A. Required 1. Seams and/or seam finishes 2. Hems	What are the requirements for the successful completion of a sewing project at this level? How was specific information, and skills required to complete a project, successfully learned by the student? Was a management plan made by the student to facilitate problem solving, decision making and evaluating in accordance with skill level, time and goal management? Was this plan used as a basis for a final evaluation? How did the student exhibit awareness of the expected standards of construction in the completed project? How did the student evaluate ongoing progress of project as well as completed project? How did the student evaluate satisfaction with completed project? Did the student suggest how applications of the knowledge and skills gained in this module might be applied to other sewing projects?

B. Choose from
   1. Zippers
   2. Gathers
   3. Facings
   4. Casings
   5. Trims
   6. Pockets
   7. Machine buttonholes
   8. Darts

VII. Management Plan

A. Self-assessment
   1. Skills
   2. Knowledge
   3. Attitude

B. Daily goals
C. Achievement record
D. Care of project

NOTES:

Generalizations

Understanding the elements of design contributes to satisfaction with selection and use of clothing.

The clothes we wear are an expression of our personality and values.

Clothing knowledge and sewing skills contribute to an increase in personal effectiveness as a consumer.

Objectives

The student will be able to:

1. **describe the relationship between clothing and self-concept**
   - **analyze the images created by clothing**

2. **analyze the effect of various elements of design on one's appearance**
   - **utilize elements of design in choosing a pattern and fabric**

3. **manage construction of a project**
   - **plan according to skills, available time and money**
   - **practise basic sewing techniques and the use of a simple commercial pattern**
   - **make appropriate decisions and solve problems**
   - **evaluate project, management plan, and satisfaction.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Content	Process Questions
I. Function of Clothing A. Communication 1. First impressions 2. Personality 3. Role 4. Lifestyle 5. Values B. Comfort 1. Climate 2. Activity 3. Group belongings 4. Peer influence II. Elements of Design Applicable to Clothing Design and Selection A. Line B. Colour C. Texture	What are the functions of clothing? How did the student determine and evaluate the advantages of constructing his or her own garments? What information helps one make good clothing choices? What practical skills did the student have that related to those needed to make good clothing choices? How did the student choose a sewing project and make an appropriate management plan? How were knowledge and skills integrated successfully to provide a sound basis for the choice and construction of the project? How were standards of construction met by the student? Did the student compare the completed garment with a ready-made garment, taking into account: – cost? – quality of construction, fabric, etc? – originality? – feeling of pleasure (or accomplishment) if project is successful – what is it worth? – value of time required – either to sew or look for a ready-made garment? How did the student evaluate his or her management skills and the project?

Generalizations

The ability to judge quality and fit in garments, determine quality construction methods, and utilize comparison shopping techniques leads to greater satisfaction in clothing purchases.

Knowledge and skills in sewing contribute to an increase in personal and family resources.

The suitability of sports gear for various activities is determined by fabric, finish, construction, and design.

Objectives

The student will be able to:

1. **assess sports gear according to quality of construction, fibre content, fabric finish, durability, comfort, functionality and care required**
   - **understand the contribution of these characteristics to performance of and satisfaction with sports gear**

2. **identify functional textiles and clothing for particular sporting and recreational activities**

3. **manage construction of a sports gear item(s)**
   - **plan (make decisions, solve problems, analyze) according to skills, available time and money, and needs**
   - **practise appropriate sewing techniques and use of simple pattern or kit**
   - **evaluate project and management plan.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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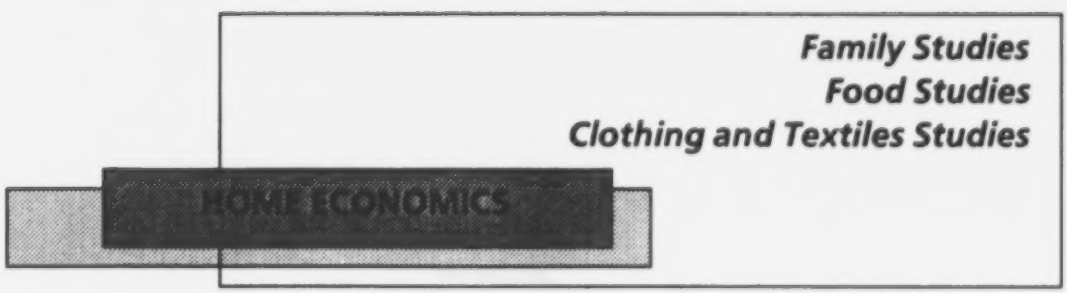
Level II
Sports Gear

Content	Process Questions
I. Qualities of Sports Gear A. Fibres B. Fabrics C. Fabric finishes D. Construction II. Satisfaction A. Function 1. Durability 2. Comfort 3. Performance B. Fit C. Design D. Cost	How did the student determine what qualities are desirable in functional sports gear? How did the student plan to incorporate these qualities in "home-sewn" sports gear? What are the components of successful project construction? How did the student compare the project with a ready-made alternative in terms of: - cost? - quality of construction, fabric, etc? - suitability to purpose? - time required to purchase or construct (and other appropriate criteria)? How did the student and teacher develop criteria for the project chosen? Did the overall evaluation of the project include personal satisfaction and usefulness? Did the management plan include: - effective use of resources? - suggestions for change?

NOTES:


Family Studies
Food Studies
Clothing and Textiles Studies
HOME ECONOMICS

LEVEL III: FAMILY STUDIES

LEVEL III: (Compulsory) – Challenges and Choices

Generalizations

Decision making, problem solving and evaluating are ongoing throughout life.

Knowledge of resources and development of problem-solving skills enhances one's ability to change.

Personal growth results when an individual accepts the challenge of life's changes and assumes responsibility for personal decisions and actions.

Objectives

The student will be able to:

1. **define the stages of individual and family life cycles and examine physical, emotional, and social changes that may occur**
2. **identify and practise skills and criteria associated with responsible decision making, problem solving and evaluating as they relate to life's changes**
3. **plan and select appropriate alternatives of action in response to real and/or hypothetical life situations**
4. **evaluate selected course of action according to student/teacher developed criteria which could include effective use of available resources, satisfactory outcome, and list of possible changes in approach to a subsequent situation.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Level III
Challenges and Choices
Compulsory

Content	Process Questions
I. Life Cycle A. Stages of the individual life cycle 1. Birth 2. Childhood 3. Adolescence 4. Young adulthood 5. Middle age 6. Senior years B. Stages of the family life cycle 1. The young single 2. Newly married couple 3. Families with young children 4. Families with adolescents 5. The launching years 6. The family in later years ("empty nest") C. Variations and trends in differing times/cultures D. Predictable/unpredictable changes and their effects on the individual and family E. Methods for adapting to change II. Decision Making, Problem Solving and Analyzing A. Process steps B. The role of values, goals and needs in decision making C. Types of decisions D. Responsibilities in decision making E. Risk taking in decision making F. Reasons for evaluating	How did the student determine what skills and knowledge he or she currently possesses in areas of decision making and problem solving? Were additional skills and knowledge needed to make appropriate life adaptations? If so, how were these chosen? Through what student activities were the new skills and knowledge synthesized with pre-existing skills and knowledge to enable the student to formulate practical solutions or strategies to real or case study situations? What laboratory situations were experienced by the student to apply skills and knowledge gained in module to specific food preparation or clothing construction experiences involving specific handicaps? How was the student able to apply content and skills to complete content-related activities successfully? What evaluation took place to assess the ability to integrate decision-making, problem-solving and analyzing skills with the content?

III. **Resources Available to Individuals and Families When Managing Stressful Situations**

A. Human resources
B. Non-human resources
C. Agencies
D. Special resources for specific handicaps

NOTE: This module may be integrated with other modules or used in a cross-disciplinary approach.

NOTES:

Generalizations

Management is the process of analyzing, decision making and problem solving.

There are human and non-human resources. Money is one non-human resource that is often involved in the management process. Knowledge about forms of money and how they can be used enables one to make better decisions related to money.

Familiarity with practices in the marketplace, consumer rights and sources of information contributes to effective use of resources and satisfactory decisions.

Objectives

The student will be able to:

1. identify alternative resources for meeting goals
   - differentiate between human and non-human resources
   - consider the interchangeability of resources in making decisions
2. demonstrate consumer skills
   - compare consumer information sources
   - understand consumer rights and responsibilities in the marketplace
   - evaluate various forms of money for personal use
3. demonstrate money management practices consistent with individual goals and values
   - prepare a budget or money management plan
   - demonstrate the use of a budget in reaching a consumer goal
   - evaluate decisions related to the budget plan
4. demonstrate money management skills through the process of making decisions, solving problems and analyzing.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Level III
Personal Money Management

Content	Process Questions
I. Resources A. Human B. Non-human C. Community D. Personal E. Interchangeability	Is there a need for increasing knowledge and skills in personal money management? What factors must be considered in personal money management?
II. Knowledge of the Marketplace A. Information sources 1. Advertising a. Purpose b. Appeals c. Ethical considerations 2. Government departments 3. Consumer agencies/publications 4. Comparison shopping B. Consumer rights and responsibilities 1. Consumer law 2. Complaints and redress	How did the student learn what information sources regarding consumer interests are available and where they may be located? How has the student practised using this information source? How did the student evaluate what purposes money serves? How did the student explore the advantages and disadvantages of various money forms? How did the student decide which form(s) satisfied present needs? How did the student formulate and analyze present money management goals?
III. Money Management A. Forms of money 1. Cash 2. Cheques 3. Credit cards B. Goals of money management 1. Purpose 2. Values 3. Resources 4. Needs and wants C. Budgets 1. Income 2. Expenses 3. Savings	How did the student complete a budget analysis? Has the student planned a realistic budget utilizing information from this module? How did the student critically evaluate his or her own budget and make subsequent suggestions? How did the student use an example of a consumer decision to explain the management process?

Generalizations

The way in which a living space may satisfy physical, psychological and aesthetic needs of an individual will be influenced by the values, budget, activities and number of people sharing the space.

Various resources are utilized to manage and maintain a safe, sanitary, and "energy-conserving" home.

Design elements and principles can be manipulated to contribute to the aesthetics of a living space.

Objectives

The student will be able to:

1. examine available choices of living spaces
   - differentiate between needs and wants
   - list [illegible] associated with any given choice of living space
2. describe [illegible] that contribute to a well managed home, including sanitation, basic [illegible], and daily energy conservation
3. demonstrate decision making, problem solving and analyzing by interpreting the basic elements and principles of design as they apply to aesthetics in the home, and complete a related project.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

The **Content** is the vehicle through which the management process is taught.

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Evaluation is a continuous and integral part of this module. Each module is evaluated to determine if the students have achieved each objective.

Level III
Living Space III

Content	Process Questions
I. Provisions of a Living Space A. Definition of "home" versus "house" B. Physical C. Psychological – a "sanctuary"	What human needs are satisfied by a home? How were factors that contribute to the choice of a living space examined? How does that living space become a home?
II. Choices in a Living Space A. Physical choices available B. Factors to consider C. Forms of acquiring living space D. Limitations	How does a home continue to satisfy human needs? What laboratory activities provided the student with an opportunity to explore the above?
III. Sharing Family Space A. Situations requiring adaptation B. Solutions to problems when sharing space	How did the student develop a daily, weekly, monthly, yearly plan for care of a living space? How did the student practise applying the elements and principles of design to a project?
IV. Care of a Living Space A. Reasons for living space care B. Basic maintenance 1. Cleaning 2. Organization and storage C. Safety 1. Basic home safety 2. Repair and replacement D. Energy conservation on a daily basis	What self-evaluation activities did the student take part in?
V. Design Elements and Principles in a Home A. Elements - tools B. Principles of design - guidelines for using the elements C. Accessories 1. Purpose 2. Examples	

LEVEL III: FOOD STUDIES

LEVEL III: (Compulsory) – Foods III

Generalizations

Successful food preparation requires knowledge of recipes and equipment, and the development of safe and efficient food handling skills.

Healthy and strong bodies are the result of adequate and balanced nutrient intake.

Food choices of individuals are influenced by social and psychological factors.

Body weight control depends upon achieving a balance between food intake and energy expended.

Objectives

The student will be able to:

1. demonstrate an understanding of safety, hygiene and management in food preparation
2. describe how social and psychological factors influence food choices
3. list the sources and functions of food nutrients
   - review Canada's Food Guide
   - prepare a variety of food products in a manner best suited to preserving nutrients
4. describe the balance required between food intake and energy expenditure
   - analyze personal eating habits
   - prepare food/meals related to weight control
5. make decisions, solve problems, and evaluate food choices and preparation alternatives most effective in a given situation.

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Level III
Foods III
Compulsory

Content	Process Questions
I. Introduction (review) A. Safety B. Hygiene C. Management II. Factors Affecting Food Choices A. Psychological B. Sociological C. Nutritional 1. Canada's Food Guide (review) 2. Sources and functions of nutrients a. carbohydrates, fats, proteins b. Vitamins A, B, C, D, E, K c. Minerals – calcium, phosphorus, iron, iodine d. Water, fibre 3. Weight control 4. Diet analysis III. Food Preparation A. Nutrients B. Preservation of nutrients C. Low kilojoule foods	What are the components of successful food choices? How did the student practise food preparation to preserve maximum nutrients and meet body requirements? How did the student demonstrate use of appropriate principles of cookery to preserve nutrients? How did the student engage in a variety of cooking experiences that covered a variety of foods in the four food groups? How did the student demonstrate the ability to choose low kilojoule foods and appropriate low kilojoule preparation techniques? How was an evaluation of the student's management skills and food preparation skills carried out?

NOTES:

Generalizations

A successful meal is the result of many considerations, which may differ for each individual and family.

Self and social confidence, and creativity are enhanced by the ability to plan and prepare meals successfully.

Efficient work habits and management skills are developed through practise in planning and preparing meals or food events.

Objectives

The student will be able to:

1. **list various factors contributing to successful meal planning**

2. **appreciate the importance of consumer skills in economic meal planning**

3. **demonstrate ability to prepare different types of meals considering different life situations and available resources**
   - **analyze the appropriate components of successful meal planning**
   - **make appropriate decisions and solve problems**
   - **evaluate the satisfaction of the meal plan and the quality of the meal.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Level III
Making Meals

Content	Process Questions
I. Influencing Factors A. Nutrition B. Canada's Food Guide groups C. Resources 1. Money 2. Skills 3. Time 4. Energy D. Aesthetics E. Values, tradition F. Lifestyle G. Special dietary needs II. Consumer Skills A. Comparative shopping B. Interpreting labels, grades C. Applying food storage knowledge III. Meal Patterns A. Traditions B. One-dish meals C. Meat alternatives	What factors influence decisions regarding meal patterns appropriate at a given time? What skills are required for successful meal planning and execution? What practise did the student have with the above? What new knowledge and new skills were applied to decision making and problem solving to become more effective at meal planning and preparation? What new consumer skills were learned? How did the student integrate new skills and knowledge to practise effective meal planning and preparation in the lab? How did the student demonstrate improved proficiency in the handling of special equipment? Were the meal preparation experiences evaluated according to influencing factors and consumer skills?

NOTES:

Generalizations

Traditions and culture influence meal patterns.

Food, as a mode of communication, promotes understanding of a culture.

Nutritious and economical meals may be created by combining many different foods with different flavours.

Objectives

The student will be able to:

1. **understand the various influences on meal patterns across Canada and in other countries and cultures**

2. **prepare and evaluate ethnic/religious foods and simple meals**
   - **compare similarities and differences in ethnic/religious foods and meal patterns from various countries or areas of the world**

3. **integrate knowledge, attitudes, and skills associated with food preparation in this module with decision-making, problem-solving and analyzing skills, to make more effective, satisfying and varied food choices.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Level III
Cultural Foods

Content	Process Questions
I. Cultural Influences on Food Choices A. Religion, beliefs B. Geography C. Family arrangements 1. Role expectations 2. Work patterns D. Tradition II. Preparation of Cultural Foods A. Equipment B. Special techniques 1. Adaptations C. Ingredients 1. Dominant flavours 2. Flavour and food combinations D. Similarities and differences 1. Foods 2. Meal patterns E. Analysis of 1. Nutrition 2. Cost 3. Time preparation 4. Success of food product 5. Management skills	What influences food choices and preparation techniques in various cultures? How was the student exposed to food and preparation techniques of various cultures? What can be learned from preparation of cultural foods? How did the student practise food preparation of other cultures? How did the student examine the similarities among the foods of various cultures? How did evaluation of the preparation of specific cultural foods take place? How has the student demonstrated a more positive attitude toward tasting cultural foods? How has the student demonstrated an increased awareness of foods that are low cost and nutritious or of varied flavours? How has the student identified newly learned preparation techniques that will be used again or adapted in subsequent food preparation? How can an exposure to cultural foods make food choices more interesting?

NOTES:

LEVEL III: CLOTHING AND TEXTILES STUDIES

LEVEL III: (Compulsory) – Sewing III

Generalizations

Garment and textile labels are sources of information for the consumer.

Knowledge about maintenance and care of clothing will contribute to satisfaction with home-sewn and ready-made garments.

Knowledge and skills in sewing contribute to an increase in personal and family resources.

Self-confidence and creativity are promoted through developing skills and knowledge in sewing.

A management plan which recognizes personal skills and resources, and establishes realistic goals and short-term objectives will assure completion of and satisfaction with a construction project.

Objectives

The student will be able to:

1. **demonstrate safe practice in use of sewing and pressing equipment**
2. **describe textile and garment labelling**
   - **apply this understanding to demonstrate appropriate care of clothing**
   - **examine cleaning, pressing, and maintenance procedures for various fabrics**
3. **construct a project using a commercial pattern**
   - **demonstrate ability in basic construction techniques and use of pattern**
   - **practise advanced construction techniques**
   - **develop and follow a management plan in construction of project**
   - **evaluate quality of completed project**
4. **apply decision-making, problem-solving and analyzing skills during the construction of a sewing project.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Level III
Sewing III
Compulsory

Content	Process Questions
I. Review Safe Use and Care of Equipment A. Sewing machine B. Serger C. Pressing equipment D. Sewing equipment II. Fabric A. Fibres 1. Natural 2. Man-made 3. Properties B. Textile labelling 1. Fabrics 2. Clothes a. Care symbols b. Fibre content C. Care 1. Laundry 2. Stain removal 3. Dry cleaning	How has the student reviewed and exhibited skill in the safe use and care of equipment? What knowledge and skills is it necessary for the student to possess before successfully choosing a pattern, fabric and management plan for this major project? How did the student practise necessary project skills? What considerations should the student address before making management decisions? What knowledge regarding textile labelling and care is necessary before making a final choice regarding project fabric? What student activities were provided relating to textiles, labelling and care? How did the student select appropriate project fabric? What practise did the student have regarding interpretation of textile labels for fibre content and care? Did the student have a management plan for the project?

Level III
Sewing III
Compulsory

Content

III. Advanced Skills and Techniques (building on skills from Sewing II)

A. Pattern

B. Construction techniques
1. Required
   a. Seam and seam finishes
   b. Hems

2. Choose from
   a. Zippers
   b. Pockets
   c. Facings
   d. Gathers
   e. Sleeves
   f. Collars
   g. Machine buttonholes

Process Questions

What process did the student go through to devise a realistic, functional management plan?

How successful was the student at making appropriate decisions and solving problems related to the project?

How did the student evaluate the completed project according to established workmanship standards, quality of management plan and in comparison with a similar or comparable ready-made product?

Did the student design an appropriate care label for his or her sewing project that includes fibre content and care symbols?

NOTES:

Generalizations

Wardrobe planning can increase personal satisfaction with clothing decisions.

A satisfactory wardrobe is the result of planning and management of resources.

The ability to judge quality and fit in garments determines quality construction methods, and use of comparison shopping techniques leads to greater satisfaction with clothing purchases.

Knowledge and skills in sewing contribute to an increase in personal and family resources.

Objectives

The student will be able to:

1. **analyze present wardrobe**
   - **distinguish between needs and wants**
   - **apply knowledge of elements of design to wardrobe planning**
   - **establish short- and long-term plans**
   - **redesign or recycle clothes**
2. **demonstrate skills in purchasing clothes**
   - **identify quality features in fit, construction, and fabric**
   - **understand information provided on labels and hang tags**
   - **analyze advantages and disadvantages of available competitive clothing outlets**
   - **understand consumer rights and responsibilities**
3. **construct a garment using a commercial pattern**
   - **demonstrate ability in basic construction techniques and use of pattern**
   - **practise advanced construction techniques**
   - **develop and follow a management plan in construction of garment**
   - **compare quality, cost, and satisfaction of constructed garment with ready-made garment.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?
2. what problem-solving applications are taking place relative to these activities?
3. how is the analyzing component being implemented in the module?

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Content

I. Wardrobe

- A. Inventory
- B. Needs
  1. Activities
  2. Events
- C. Plan
  1. Short-term
  2. Long-term

II. Review of Design (see Clothing II)

III. Purchase of Clothing

- A. Clothing outlets
- B. Judging quality
  1. Fabric
  2. Construction
  3. Fit
- C. Labels
- D. Consumer rights
- E. Complaints, returns

Process Questions

How did the student formulate criteria for evaluating a wardrobe?

What knowledge and skills are required to be a successful clothing consumer?

How are these components applicable to ready-made garment purchases or home-sewn projects?

How did the student practise using these components?

How did the student decide on a choice of project?

How did the student prepare a project construction plan to guide progress?

What knowledge and skills must be learned in order to become increasingly proficient in sewing and enable the student to produce a satisfying project?

What project criteria were developed by the student and how were these criteria used in the project evaluation?

What factors were considered when a comparison was made between a ready-made garment and a completed project?

NOTES:

Generalizations

Household textiles contribute to the aesthetics and functions of the home environment.

Sewing skills and knowledge of household textiles may be used to enhance satisfaction with one's home environment.

Objectives

The student will be able to:

1. **describe the qualities and characteristics of various household textiles**
   - **determine appropriateness of textiles for specific household needs**

2. **manage construction of a project using household textiles**
   - **plan according to skills, available time, and money**
   - **choose textiles appropriate to household need**
   - **practise appropriate sewing techniques and use of pattern**
   - **compare quality, cost, and satisfaction of home-constructed product with ready-made product.**

Implementation

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. what student learning activities are provided for practising the decision-making component?

2. what problem-solving applications are taking place relative to these activities?

3. how is the analyzing component being implemented in the module?

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Level III
Special Purpose Sewing

Content	Process Questions
I. Qualities of Household Textiles A. Fibres B. Fabrics C. Fabric finishes II. Satisfaction A. Performance 1. Organization 2. Energy conservation 3. Protection 4. Decoration 5. Comfort B. Cost C. Aesthetics D. Durability E. Care	What are the components of successful household textile choices? What practise did the student have with the above components? What practical activities did the student have with specific factors that may form the basis for decision making regarding household textile choices? How did the student practise decision making and problem solving regarding household textile choices? How did the student plan a household textile sewing project that included a management plan and an appropriate textile? How effective was the student at putting the planned project into practice? Was the project and plan devised by the student commensurate with knowledge and skill level? Did student evaluation of the project occur taking into account management success, comparison with ready-made alternative, quality of completed project, general student satisfaction with project? How will the student apply the knowledge and skills learned in this module to other situations?

NOTES: